

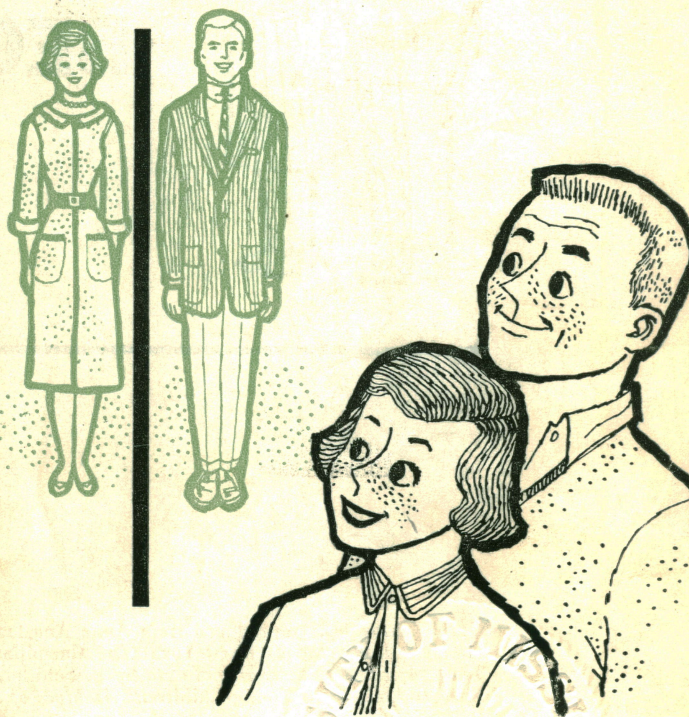
Wh

RJ
1651
N4
c.2

at
y.

and femininity

BECOMING MEN AND WOMEN



Bernice L. Neugarten

A LIFE ADJUSTMENT BOOKLET



BECOMING

Graph on page 25 reproduced from Anne Anastasi and John P. Foley, Jr., *Differential Psychology* (New York: The Macmillan Company, 1949), p. 619. The graph was prepared from data by B. Schiller, "Verbal, Numerical, and Spatial Abilities of Young Children," *Archives of Psychology* No. 161, 1934. P. 69.

Copyright 1955 by Science Research Associates, Inc. Copyright under the International Copyright Union. Printed in U.S.A. All rights reserved.

SCIENCE RESEARCH ASSOCIATES, INC.
57 West Grand Avenue, Chicago 10, Illinois

MAR 4 '55

Op. Adm.

UNIVERSITY OF MISSISSIPPI

3 2279 00061 1014

WITHDRAWN

MEN AND WOMEN

Bernice L. Neugarten

Assistant Professor, Committee on Human Development, University of Chicago

Illustrated by Larry Klein

Series Editor: Barbara Jipson

THIS BOOK DOES NOT CIRCULATE

CONTENTS

1 YOU AND YOUR IDEAS	2
2 WHY THERE ARE DIFFERENCES	6
3 LEARNING OUR LESSONS	13
4 LOOKING AT DIFFERENCES	20
5 NEW OPPORTUNITIES	29
6 FOR MEN ONLY	35
7 FOR WOMEN ONLY	41
8 TO SUM UP	47

YOU AND YOUR IDEAS

ALL of us want to be successful—to do well at school, in sports, in our friendships, at our jobs. We also want to be successful at something far more important—at becoming real men and real women, at knowing what's expected of a man or a woman, and of meeting those expectations successfully.

We may not be sure, however, what it really means to be successful as a man or woman. We may not be sure what qualities a successful man or woman should have. Looking ahead to adulthood, we may be uncertain what kind of men and women we want to be. We may be uncertain regarding where we got our ideas about such things. And when we begin talking about what an ideal man or woman should be like, we may discover we have feelings and ideas that we didn't know we had.

Unrealistic ideas cause problems

You may daydream, for example, about being some sort of "perfect" man or woman. Some persons are unhappy because they have set up impossible or unreal goals.

Take Shorty Burton, for instance. As his nickname implies, he isn't very tall. It also happens that he isn't very handsome; and the girls in his class don't exactly compete for his attention. Shorty dotes on private-eye stories, movies, and radio and TV programs. And Shorty is convinced that he will never be a man among men because he doesn't look—and he doesn't act—like the swaggering detectives he's taken for his heroes. He's pretty unhappy about the whole thing—because he's never stopped to think that the *real* he-men in the world today are *not* movie and storybook detectives. He's never stopped to consider that reality

DU
1661
N4
c.2
is something very different from the glamorized version of life that he's been feeding on.

Or take Naomi. She has unrealistic ideas about womanliness. Naomi is convinced that she can never be a queen among women because she is not beautiful and doesn't look at all like a Hollywood star. As a result, she feels she is doomed as far as femininity is concerned. Naomi, too, needs to think about the real world and not a dream world.

What's important to you?

Shorty and Naomi have pictures of masculinity and femininity that we are all familiar with. We see these and other similar ideas repeated time and time again in the movies, radio and television shows, and in magazine stories. From such sources we may come to feel that masculinity is simply a matter of being an All-American football player or of imitating a gun-toting cowboy or that to be really feminine a woman must win a beauty contest at Atlantic City or become a fashion model. Movies and radio and television shows often give a distorted picture; the real and important things are left out. And that's the big trouble with many notions of masculinity and femininity. They emphasize the glamour and surface appearances, but not the real, day-to-day qualities which make actual people successful as men and women. They fail to mention, for instance, how important it is to either masculinity or femininity to feel happy with yourself as an individual and as a member of your own sex. They often don't mention the importance of being a grown-up person—of being able to take day-to-day responsibilities and to love others in a grown-up way.

There is nothing wrong about a man's being handsome or a woman's being beautiful. On the contrary, it's a wonderful asset. But the true measure of masculinity is not the breadth of a man's shoulders nor how good he is with a gun. The true measurement of femininity is not the length of a girl's eyelashes. You can't judge manliness on the basis of the work a fellow does or how well he rides a horse. You can't judge femininity on the basis of whether a woman is a beauty queen or a prize-winning cook. If you do base your judgment of people you know on this kind of reasoning, you're likely to come up with some very confusing results.

What standards do you judge by?

Take John Sorenson, for example. He's a football star. Mike Amati is class president. Phil Bannister is known as the "brain." Which one is the most manly?

197123

A person who bases his judgments on the glamorized notions we've been discussing would immediately answer "John is the most manly, since football is a rugged game. Boys *should* play football."

But John is going to become an artist. In a few years, the same persons who now praise John's masculinity may turn around and say just as surely that Mike, the lawyer, or Phil, the physicist, is the most manly.

The problem is not so simple, then, if ideas about manliness of individuals can change that fast, especially when John and Mike and Phil will stay about the same in their own interests and appearances.

What is right for John may not be right for Mike or Phil at all. We can't all be football players. Mike and Phil and John are different, yet all three may be equally masculine.



John and Phil and Mike are different, still all may be equally masculine.

Differences are also to be found in girls. Jean Dennis is thought to be unusual because she's not quite as interested as other girls in attending dances, but spends much of her time studying physics and chemistry. Sarah Robinson may be unusual, too—she's very popular and the best-looking girl in the class, but she's not thinking of marriage as a full-time career. She plans to marry eventually, but she wants very much to be a doctor, too.

Looking around, you see that many of our ideas about what causes a person to be really masculine or really feminine must be false or at least too simple. Maybe we'll have to revise some of our thinking—find new answers to the questions of what qualities a man has to have to be masculine or a woman, feminine.

What's to come?

As we go along in this booklet, we'll look at some of the questions about masculinity and femininity, we'll discover how men and women differ, and what it means to be successful as a man or woman. We hope the ideas in this booklet will help you think things through for yourself. By thinking about these ideas and by observing others, you can discover what being a man or woman means to you personally. Your answer may be different from the boy's or girl's next to you. But it will fit *you*. That's what matters.

WHY THERE ARE DIFFERENCES

“BOYS will be boys; and girls will be girls!” You’ve heard this saying often enough. It’s a commonplace way of expressing the fact that males behave differently from females and probably always will.

You have always known, ever since you were a baby, that boys are different from girls. Not only do they have different bodies, but they play different games, they’re interested in different things, and what they expect from life is different.

Whenever you begin talking about differences in behavior between males and females, however, you’re likely to run into many questions—maybe, even, into an argument. There are questions about which differences and similarities are important in the personalities, abilities, and interests of males and females. There are different points of view about what causes these differences—what part of them is caused by heredity, by inborn biological differences between the sexes, and what part is caused by the effects of education and environment.

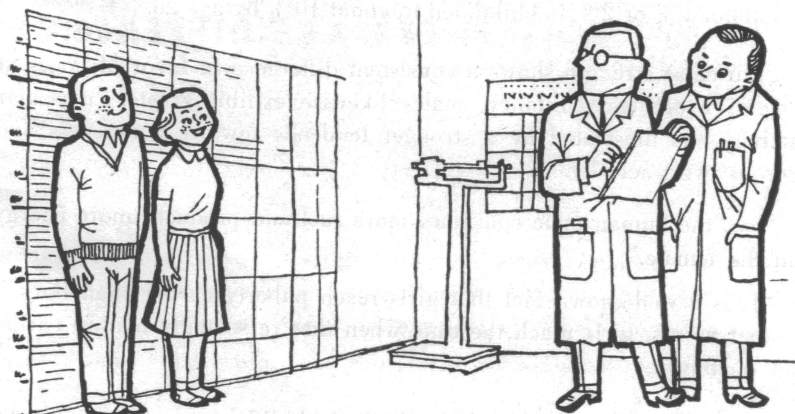
Philosophers, teachers, and statesmen have spent much time discussing these complicated questions for many hundreds of years. And arguments have arisen because, too often in the past, people talked about differences as if they were trying to prove that men were the naturally superior sex or that women were naturally superior. This is pretty much nonsense, if you stop to think about it. Such arguments can never get anywhere. Men and women are different, but that doesn’t make one sex superior to the other.

Scientific findings

In the last 100 years, scientists have made many studies of the differences and the similarities between men and women. They have studied the

causes of an individual's being a male or female in the first place, how boys and girls develop after they're born, the ways men's and women's bodies change as they grow old; how the sexes are alike and how they are different in abilities, in personalities, in hobbies and interests.

We can't deal with all these problems and questions in this booklet, but we'll look at some of them; and we'll try to see what the experts have



We have learned a great deal about the differences between boys and girls.

to say. At various spots in this booklet we'll quote from one author or another. (Whenever a quotation appears, it will be followed by a small number. You can find where this quotation originally appeared by turning to page 48 and looking for the same number on that page.)

Basic patterns

Beginning with the obvious, you were *born* either a boy or a girl. You had nothing to say about it and neither did your parents.

As you know, if you have taken biology, your sex was determined by heredity and was settled once and for all when you were conceived (when the sperm cell from your father united with the egg cell from your mother, and a new human life began). It was about a 50-50 chance as to whether you happened to be born a boy or a girl; and chance is the right word. (You might refer to your biology textbook if you're a bit fuzzy on this.)

So maleness and femaleness is, first of all, a matter of biology. Because of biology, any new individual will, in one case, grow and develop into a person who is male; or, in the other case, into a person who is female.

The underlying difference, obviously, between the sexes is that each

has a different part to play in reproduction. It is the male body that produces sperm cells. It is the female body that produces egg cells and that is designed for childbearing. Yet the underlying biology of maleness or femaleness will show itself in many other physical traits. To mention a few:

1. "The human male averages approximately 5% heavier than the female at birth and 20% heavier by age 20; in height, the male excess increases from about 1% or 2% in childhood to about 10% by age 20."
2. "Muscular strength shows a consistent difference in favor of males at all ages. From early infancy, males likewise exhibit greater 'muscular reactivity,' as illustrated by a stronger tendency toward restlessness and vigorous overt activity."
3. "... the human male consumes more fuel and produces more energy than the female."
4. "It is a well-known fact that girls reach puberty earlier than boys."¹ In other words, girls reach the time when they're sexually mature earlier than do boys.

These are only a few of the biological differences between males and females. Such differences are directly related to the body and the body's growth. They have little to do with environment or with differences in the experiences of boys and girls. Biological differences are inborn.

Biology and behavior

Biological differences between males and females are fundamental; or, to put it another way, biology creates the underlying difference between males and females. Still biology doesn't explain all the differences we see in the behavior of men and women. There are some obvious relationships between biology and social behavior, of course. Men are stronger and bigger than women, so in most parts of the world they are given the heavier jobs to perform. Women bear the children, so in most societies their occupations have been those connected with child rearing and homemaking. In the same way, women, because they are physically weaker and need protection while they are carrying and rearing children, are treated protectively by men. (Many of our notions regarding chivalry have grown up as a result of this natural difference in strength between men and women, and because of women's need to have men act as their protectors.)

It may be, too, that differences between males and females in blood, glands, and body organs result in natural differences in personality. It

is possible, for example, that women may be more passive and gentle than men because their bodies produce less energy.

What makes the difference here?

But when we consider mental traits and personality traits—intelligence, aptitudes, and abilities—we can't be sure how much of the difference found between men and women is due to biology, how much to environment. Or, to put it in other terms, how much is due to differences in body structure and body function, and how much is due to differences in the experiences and training provided boys and girls.

Society and behavior

If you look at any of the different peoples of the world, you will find tremendous differences in the behavior of men and women. Every society recognizes the fact that biology makes men and women different. Every society formulates its own notions of what behavior is appropriate for men and what behavior is appropriate for women, what work is "for men only" and what work is "for women only." Every society distinguishes between the roles that women are expected to play and those that men are expected to play. In short, they determine what masculinity and femininity should be.

However, don't get the idea that everyone in the world agrees about what differences in behavior should exist between men and women.

"The rule that men do the more difficult manual labor and that women engage in domestic occupations has a great many exceptions. In the Marquesas, for example, even cooking, housekeeping and baby-tending are proper male occupations. Among the Tasmanians, the difficult work of seal-hunting was done by women . . . Even warfare is not exclusively practiced by men. In certain of the complex societies of Africa regiments of women were occasionally formed, as for example, the famous bodyguard of the King of Dahomey . . . Similarly, the Iroquois women showed considerable ingenuity as torturers and apparently enjoyed it." Among the natives of British Central Africa, "sewing was man's work, upon which no women ever thought of encroaching . . . Similarly in Samoa, men did all the cooking, even the chiefs taking part in the preparation of meals for the community."⁽²⁾

Not only do occupations vary, but attitudes and other kinds of behavior vary, too. Thus in one part of the world, women are considered tough and hardy, and men are considered the weaker sex. In our own society, it is the women who are expected to show emotion easily, yet



There are many exceptions to the rule that men do the heavier kinds of work.

“The Plains Indians . . . expected a man literally to wail and howl for hours at a stretch at the death of his wife or child.”⁽³⁾

And a famous anthropologist has described “the convention of one Philippine tribe that no man can keep a secret, the Manus assumption that only men enjoy playing with babies, the Toda prescription of almost all domestic work as too sacred for women, or the Arapesh insistence that women’s heads are stronger than men’s.”⁽⁴⁾

There’s little doubt then that there is a strong, inherited, biologic base for some of the differences in behavior of men and women. But not for all of them. This is made clear by the fact that different peoples, at various times in history, or in different parts of the world, have had different notions about what is natural for men and what is natural for women. Boys and girls who happen to be born in these different societies take on these different notions of what is natural and therefore appropriate; and they learn how to behave accordingly.

Just to see one interesting way things have changed, suppose you were a young lady growing up a hundred years ago. You were a member of a good family, were wealthy, attractive, and sheltered. Under such circumstances, you’d be likely to faint dead away whenever anything unpleasant happened. If bad news came or you happened to see a pool of blood, you’d faint, just like that.

Most people who lived at that time—men and women both—considered fainting or “swooning” as they called it, an inborn characteristic of ladies, and sure enough, ladies learned to swoon as they grew up.

Today, if you’re a woman, no sensible person will expect you to faint at the sight of a little blood. We no longer feel women are so weak as our ancestors thought they were.

Another example

Paul is planning to become an elementary schoolteacher, and this upsets his grandfather very much. For when Grandpa was choosing his career, teaching young children was a job for women only.

Most people today wouldn’t agree with Paul’s grandfather that teaching little children was a woman’s work, unsuitable for a man. But this anecdote illustrates several points: that people have different notions about what is and what is not appropriate for men and women; that these notions are not the same from time to time and from person to person; and that these notions may have little to do with biological differences between the sexes. There is nothing so far as we know in the biological make-up of a woman to make it “natural” for her to swoon at the sight of blood; nor anything in the biological makeup of a man to make it

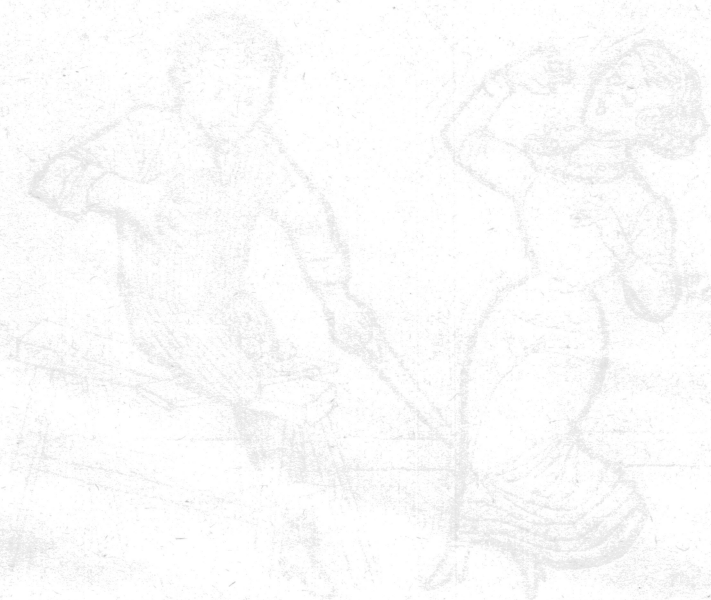


It used to be thought natural for a woman to faint at the sight of blood.

“natural” for him to refrain from swooning. And there is nothing in the biological make-up of a male which makes elementary schoolteaching an “unnatural” occupation. As a matter of fact, not too long before Paul’s grandfather was born, there were more schoolmasters than women schoolteachers.

Some of our behavior as males and females then is due to biologic, inherited differences and our reactions to them. However, a part of our behavior as males and females is the result of the environment in which we grow up, and of the particular ideas that are current at the time. We LEARN to act in ways that are expected of us.

What is masculine behavior—or what is feminine behavior—is, then, the product of *both* biology and social training. Or, to use other terms, of *both* heredity and environment.



LEARNING OUR LESSONS

IF you are a young man, the very fact that you were *born* male will, as we've said in the last chapter, make you behave differently from females in many important respects. At the same time, as we also said, you behave differently from females in many other important respects because you've *learned* how to behave as a male.

You've already learned a great deal about what is expected of you as a male—or, if you are a young woman, of what is expected of you as a female. And naturally enough, for you've already gone through a long period of training along these lines.

The training started right in babyhood, went on through childhood and adolescence, and will go on throughout your life.

True, a mother and father do not expect a newborn infant to know whether it is a boy or a girl. But boy and girl babies are treated differently right from the start.

Learning how to behave

"Billy is treated so roughly," says a mother. "His father is always tossing him in the air, tickling him, rolling him over, and roughhousing with him!"

In most cases, a girl baby is treated more gently. Daddy would be scolded if he roughoused all the time with a little girl. He would be reminded that girls are not so hearty and must be treated gently.

Attitudes like these make a big difference in the way a child learns to behave. The little boy learns to be rougher, to fight back, and "to take it." The little girl learns to be more soft-spoken and to develop "winning ways."

And so babies are brought up in line with the commonly accepted notions of what is right and proper for boys and what is right and proper for girls. This training continues as boys and girls grow older.

When Billy falls down and hurts himself, his mother says, "There, there, be a big boy and don't cry." And Billy learns he's supposed to grit his teeth and take it.

When Billy's little sister Caroline, skins her elbow, it's a different matter. Her mother takes Caroline into her lap and lets Caroline cry as much as she likes.

Billy is given a ball to play with. He runs, and Daddy tackles him like a football player. He is given toy guns to play with, and he can show he's angry by shouting, "Bang! Bang! You're dead."

Caroline gets dolls to play with. Perhaps she, too, is angry, and shows it by swinging her doll by the leg, whacking its head against the wall.

"Caroline!" cries Mother. "Is that the way a little girl should behave?" And Caroline learns to hide her anger.

It is in this way—through the constant repetition of seemingly insignificant incidents—that character is formed. And it is in this way that boys learn how to behave like *boys* and girls learn how to behave like *girls*.

Other teachers

Nor is it only parents who do the teaching.

When they go to school, Billy and Caroline learn to meet the expectations set up by playmates, by teachers, and by other adults.

"What's a matter, Billy?" Jack yells. "Scared to go into the water just because it's cold? Don't be a sissy!"

And Marcia explains to Caroline why they must not play baseball with the boys. "They're rough, and they're dirty and I'm not going to get my clean clothes all dirty, and you'd better not either."

Throughout junior and senior high school, Billy and Caroline continue to learn what is expected of them. There are strenuous sports for Billy to take part in, and he is praised and encouraged for doing well in them. Caroline wins little encouragement for learning to hit a home run, but she is praised for being studious and for writing an excellent theme.

You can see then that training is important. To see just how important it is, suppose you were to take a boy at birth and treat him as if he were a girl. Give him only dolls to play with, call him by a girl's name, refuse to let him play football because such games are "too rough."



In our particular society, boys are more free to express anger than girls.

Or suppose you were to take a little girl and raise her like a boy. Give her a boy's name, cut her hair short, and be scornful when she acted timid or afraid.

What would the results be?

Would a boy raised that way be considered a "he-man"? Or the girl, a "real woman"?

These are extreme examples which, fortunately, don't occur very frequently. Yet, families do differ to some extent in the way they raise their children. And these differences in training produce individuals who are different when it comes to masculine and feminine behavior.

Indirect training

There is another kind of learning about masculinity and femininity that we all experience as we grow up—a kind that is indirect and more subtle. Baby Billy couldn't put it into words, but he isn't many months old before he knows that his father acts very differently from his mother. There's a difference in the way his father holds him, in his father's tone of voice, in the way he plays with Billy. Billy senses this difference.

Later Billy learns that it's his mother who sings to him; it's his father who tosses him in the air. When he has a bad cold, it's his

mother who fusses over him, and his father who pats him on the arm and says, "Well, it's nothing serious."

In these ways, Billy gets his ideas about what men are like and what women are like. And these indirect learnings continue throughout the years, too. Billy notices that his little sister Caroline is treated more protectively than he is; that his father acts differently toward women than toward men; that the girls in his classroom seem at times to be creatures from another world altogether; that men walk and talk and laugh like men, not like women. He puts all these observations together, and he builds up his notions of masculinity and femininity—*notions* that are the result of his experiences, and in this sense, the result of indirect "training."

Identifying with others

Becoming masculine or feminine in our behavior isn't just a matter of training, direct or indirect. Something else takes place, too—something important. Psychologists call it "identification."

What "identification" means, simply, is that if a child admires a certain person, he tries to *be* that person. He tries to make himself identical with the person whom he has chosen as a model.

In the average case, a child identifies first with his parents; later, with people outside the family. Both boys and girls pattern their behavior, to some extent, after their mothers', to some extent, after their fathers' behavior. In the normal run of events, a little boy comes to identify *much more* with his father than with his mother. And a little girl comes to identify *much more* with her mother than with her father.

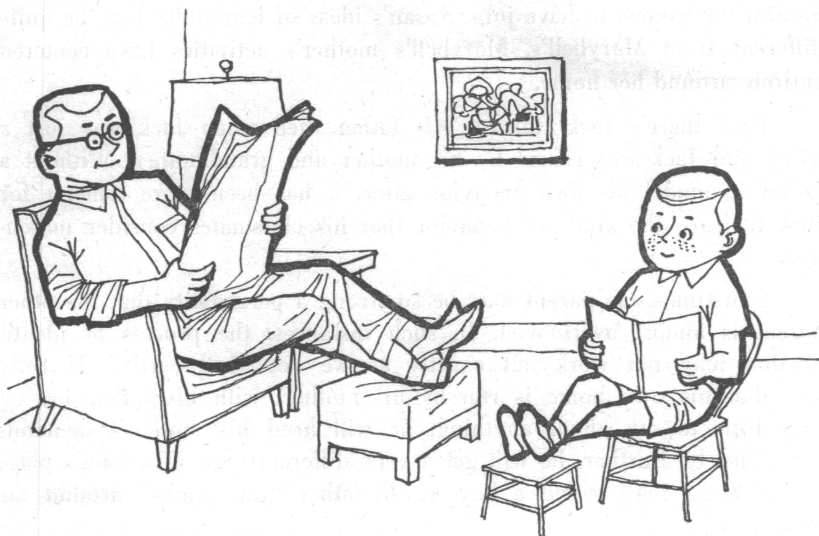
Why does this occur?

As we've said, little children notice the differences between men and women and between boys and girls. A little boy is likely to realize fairly early that his body is like his father's and that he will grow up to be a man like his father. Similarly, a little girl learns she has a feminine body and will grow up to be a woman like mother.

Billy's father is strong and powerful—so Billy is going to be strong and powerful, too. His father goes to work, and Billy is going to go to work someday, too.

It goes even further than this. Billy wants very much *to be* his father. He has a toy tool kit or store or set of golf clubs and plays that he is really doing what his father does. Caroline has a toy vacuum cleaner, toy dishes, and a tiny stove; and she makes believe she *is* the mother.

It is no accident when Caroline and Billy decide to "play house" and Caroline announces that "You'll be the papa, and you go to work and



Little boys identify with their fathers and try to be exactly like them.

then come home at night. I'll be the mama, and I'll stay home and mind the baby." In such play, Billy and Caroline are identifying with their parents and preparing for the day when they themselves will be the papa and mama.

Children who take their parents as models learn eventually to take other people as models, too. Billy, who knows he is going to be a man, sees how other men besides his father behave. He selects among uncles, teachers, scoutmasters and schoolmates, and picks other models on which to pattern his own behavior. Caroline, also, will pick friends, teachers, camp counselors, and relatives to identify with. And famous people, both of the present and the past, are often chosen as ideals to be imitated.

In this general way, the people whom we love and admire most have a tremendous influence on our own behavior. Your own ideas of what makes a real man or a real woman are ideas you have taken on—sometimes, without even being aware of it—from people you admire.

Different Models

You can see that here is an important reason that the boys and girls around you are different. As they've grown up, they have had different models of masculinity and femininity to take after.

Susan Freeman's mother is a teacher, and Susan has been used to seeing her mother go to work every day. In Susan's mind, it's perfectly

natural for women to have jobs. Susan's ideas of femininity may be quite different from Marybell's. Marybell's mother's activities have centered entirely around her home.

Then there's Jack Roman. His father died when Jack was just a baby, and Jack was raised by his mother and grandmother. Without a father to model his own behavior after, it has been more difficult for Jack to learn the kinds of behavior that his classmates consider masculine.

Sometimes one parent may be so strong a personality that the other parent is almost overlooked. In such instances, the process of identification may not work out exactly as we described earlier. If Billy sees that his own home is run by his mother, with his father having very little to say about anything, he will heed his mother's demands more closely. Further, he will get a very different view of a man's place in the home than would a boy whose father "ran things" around the house.

There are reasons

There are men whose appearance and interests seem more feminine than masculine (judging by the standards of the people around them, that is). These men have a great many problems in adjusting to life because most of their associates expect them to "act more like men." But they weren't brought up that way. Such a man was probably known as a "mama's boy"—and the name may be essentially correct, for he has probably identified more with his mother and other women than with males.

Similarly, a woman may be considered "unfeminine" or too "man-nish," because she had identified more with the men than with the women in her home.

We are sometimes scornful of individuals who don't fit our fixed notions of what people ought to be like. We sometimes forget all the reasons *why* a person is what he is—how he's been brought up and what kinds of people were present for him to model himself after. We sometimes forget, too, that the effeminate boy or the masculine girl may make a very good adjustment in adulthood. The "tomboy" may turn into a warm, friendly, and attractive woman who is greatly admired by men because she "speaks their language." And the "sissy" may become a sympathetic and kindly man, with many friends. These may be the very qualities which will make him successful as a doctor in dealing with his patients or as an office worker in dealing with his co-workers.

Remember, too, from what we've said about identification and models for behavior, that there are various aspects of masculinity and femininity to be found in any given boy or girl. Every girl has a little of her father—and, therefore, of the masculine—in her; and every boy has a little of his mother—and, therefore, of the feminine—in him. And a good thing, too. If men were *all* masculine and women, *all* feminine, it would be pretty hard for men and women to understand each other and to live and work together.

LOOKING AT DIFFERENCES

WE'VE seen that both heredity and environment work to make men and women different from one another. Let's look, now, at some of the differences that are to be found between the sexes in our society today, and let's see how they should be interpreted.

Let's keep in mind, as we go along, that we can't always tell how much is due to biology and how much to training. Just because we can see differences in the behavior of males and females doesn't mean that all those differences are inborn or natural or unchangeable. For instance, take the fact that boys, on the average, are more interested than girls in science and scientific problems. This difference isn't necessarily "natural." So far as we know there's nothing in the physical make-up of boys that produces a natural bent toward scientific interests.

This point has some real meaning when you think about yourself and the people around you. It is only in recent years, for instance, that women have been allowed to vote. Why? Because women were supposed to be flighty and emotional and, therefore, not fit for political activity of any kind. It was "contrary to nature" for women to be interested in anything but tending the home fires.

It is only in recent years, too, that men have been enrolled in courses (for expectant fathers) in the care and feeding of infants. Why? Because men were supposed to be awkward and lacking in gentleness and, therefore, not fit for child rearing of any kind. Strange as it may seem, our ancestors thought it was "contrary to nature" for men to be interested in any such activities.

The situation is changing for both men and women, of course; but the changes come about only when people change their notions about what is and what isn't natural for men and women.

Whether the differences we find are natural or not, they exist and are interesting to think about. Let's pick a few that most scientists are in agreement on. Let's look at them, one by one, and see what we can learn about them.

Biological differences

We've already mentioned the most important difference—in the functions of reproduction. It is the male who will produce sperm cells and the female who will produce egg cells; and it is the female who will bear children. We've also mentioned differences in body growth and body size. Once they are fully grown, the males will be bigger and stronger and will excel the females when it comes to lifting weights, throwing, running, or fighting.

There are other differences, too, of course—some you may not have heard about previously. We seemed to imply earlier that there are as many girls born as boys. "Contrary to this expectation, the number of male and female children born does not follow the ratio 1:1. Among United States Whites, it is close to 106 boys to 100 girls."⁽⁵⁾

More boy babies die in the first year. "The higher mortality of males . . . is also found after birth throughout all age classes. Proportionally, more males die during every period than females . . ."⁽⁶⁾

Men succumb to many more diseases than women and are more apt to die from such illnesses as heart diseases and pneumonia, and are more apt to die from accidents. By late adulthood there are more women than men in our population; and by old age (65 or over) there are only 90 men to every 100 women.

Abilities

When it comes to intelligence and mental abilities, here is the way certain psychologists sum up the situation after studying all the studies that have been made: "From such material as we have (and there is a great deal), we can therefore say that as a rule sex differences in intelligence are not found . . . The fact remains that there are certain special aptitudes which do appear fairly consistently to reveal sex differences."⁽⁷⁾

And another author spells out some of these special aptitudes by saying, "Boys excel in mathematical and mechanical tests, girls in verbal ability. Boys are superior in speed and co-ordination of gross bodily movements, while girls excel in manual dexterity. Boys do better in tests

of general information; girls are especially good at tasks involving perception of details and frequent shifts of attentions.”⁽⁸⁾

Such differences in special abilities may be partly biological, partly environmental. There *may* be something in a girl's brain and vocal cords to start with that makes her quicker to develop language ability, but at least part of it may be because we expect girls to depend on words more than on their muscles to get what they want. Similarly, there *may* be something in the physical make-up of boys that makes them better at mechanical reasoning, but a good part of it may be that boys learn to reason mechanically because they're expected to do so.

In any case, the main point is that boys and girls are different in abilities; and not that one group is smarter than the other.

Social maturity

When it comes to social maturity—getting along well with people, becoming emotionally mature, developing adult interests and responsibilities, girls seem to grow up faster than boys. It's an often-made observation that a 16-year-old girl, say, acts more “grown-up” than a 16-year-old boy. This may or may not be directly related to the earlier physical development of girls (the fact that their bodies become mature earlier). We can't be sure.

Emotions

What are the differences between men and women when it comes to emotional behavior? You may have heard that women are more emotional than men. Is this true? Actually, it's a fruitless question to ask which sex is more or less emotional. In the first place, we'll probably never find out. Is the man who controls a display of emotion basically less emotional than the woman who has learned that it's all right for her to express her feelings?

Certainly we know men do have strong emotions, and they do express them in some situations quite freely. Have you ever watched men around a prize-fight ring? Or at a World Series game?

Men in our society are expected to show emotions in some situations; to control emotions in other situations. The same holds true for women. Women cry in the movies; men throw a temper tantrum over the automobile that won't start. Women can express fear; men can express anger.

Not only does society define which emotions are generally appropriate to men and which to women, but it even defines the ways in which the

same emotion can be expressed. A woman can go into raptures over a new hat; a man, over a new set of power tools.



In our society, women are allowed more freedom than men to express fear.

So here, again, society expects different behavior of men and women, and boys and girls learn how to meet those expectations.

Differences in interests

If you question large groups of American boys and girls and large groups of men and women about what kinds of activities they like most and about their hobbies and occupations, you will find clear-cut differences. Two of the best-known investigators in this field have this to say as a result of their researches: "From whatever angle we have examined them the males . . . evinced a distinctive interest in exploit and adventure, in outdoor and physically strenuous occupations, in machinery and tools, in science, physical phenomena, and inventions; . . . On the other hand, the females of our groups have evinced a distinctive interest in domestic affairs and in aesthetic objects and occupations; they have distinctively preferred more sedentary and indoor occupations, and occupations more directly ministrative, particularly to the young, the helpless, and the distressed."⁽⁹⁾ (Ministrative occupations are those which involve being motherly and sympathetic. Thus the occupations of homemaker, nurse, teacher, and social worker are typically feminine occupations in our society.)

Very generally speaking then, males are more interested in things; females are more interested in people.

Remember, of course, that we're talking now, just as we have been all along in this chapter, about average differences—differences between great numbers of boys and great numbers of girls—rather than differences between individual boys and girls.

Individual differences

How are we to look at the personality differences found between males and females in our society? How important are they? And just how do these differences apply to you?

Let's take a closer look at what general statements about men and women mean in the first place.

You've observed, and said, that "men are taller than women," for instance. Such general statements are useful. They can, however, trick you into making certain untrue assumptions.

For example, suppose you were to measure the heights of all the students in your class. You might find the average height to be 5 feet, 4 inches. Now this can be very valuable information—if, say, you are ordering desks for your classroom. You want desks that will fit most of the students, and the average height of the students is one of the easiest ways to decide on the size of the desks. But this information can be very misleading if you try to use it to make statements about individuals.

You know that the average height of students in your class is 5 feet, 4 inches—but what does that tell you about your own height? Obviously, nothing. You may be 4 feet, 11 inches or you may be 6 feet tall. The desk which fits the average person may not fit you at all. Yet there is nothing at all wrong with you.

Average doesn't mean normal

We simply can't expect ourselves or anyone else to be "average." "Average" is just a convenient tag, and it shouldn't be confused with "normal."

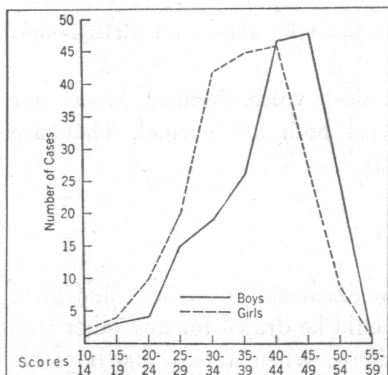
A normal person will fall within a certain *range* of heights, weights, interests, intelligence ratings, or anything else you happen to be measuring. Suppose the tallest student in your class really is 6 feet, 1 inch tall. The shortest is 4 feet, 11 inches tall. The heights of all the other students in the class fall within the range between these two. The average height for the class may be 5 feet, 4 inches. Does this mean everyone not exactly 5 feet, 4 inches isn't normal? Of course not. You find the average height

of the class by adding together the heights of all the individuals in the class and then dividing by the number of persons whose heights have been added together. Actually, there may not be a single person in the class who is exactly 5 feet, 4 inches tall. Yet every member of the class may be perfectly normal as far as height is concerned. "Average" does not mean "normal."

Differences between boys and girls

Now let's look at this from the standpoint of a different kind of trait and from the standpoint of differences between boys and girls. Let's look at ability in arithmetic.

The graph below shows the scores made by 189 boys and 206 girls in the third and fourth grades on a test of arithmetic reasoning. The graph is to be read as follows: Of the girls (the dotted line), only a very few had the lowest score on the test—a score between 10 and 14, and only one had the highest score—a score between 55 and 59, but 45 of the 206 girls had scores that fell between 40 and 44. In other words, most of the girls had scores somewhere in the middle. The same general picture is true of the boys.

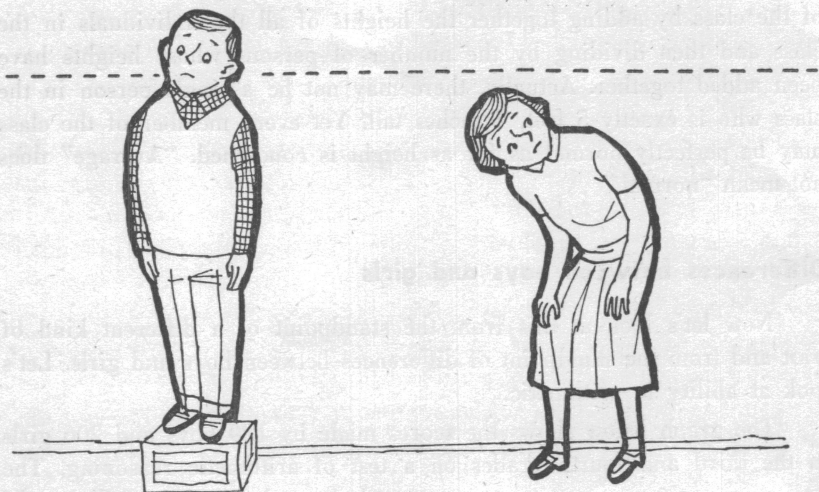


Differences in arithmetic scores for boys and girls are shown above.

did a little better than the girls. But, as the author points out, "An examination of the distribution curves, however, reveals extensive overlapping between the two groups, a very large percentage of boys and girls falling within the same range of scores. Moreover, 38% of the girls obtained scores higher than the boys' average, and 24% of the boys scored below the girls' average."⁽¹⁰⁾

If you are considering arithmetic reasoning ability, then, in relation to masculinity and femininity, you see that there is no single line which separates boys from girls—no line below which all girls fall and above which all boys fall.

In almost every trait shared by males and females there is a large measure of overlapping. Albert may have small bones and a high-pitched



Regarding height, there's no line all boys must be above, all girls, below.

voice. Phyllis is large-boned and has a deep voice. Neither Albert nor Phyllis are "average" on these traits, yet both are normal. They are showing individual differences, not defects.

What about other traits

The preceding graph concerns arithmetical ability of boys and girls. Almost exactly the same kind of graph could be drawn for any other trait you associate with manliness or womanliness. When we say that boys are more mechanically inclined than girls or girls are more sympathetic than boys, we are talking about *averages*. If we draw graphs showing how boys and girls compare on mechanical ability or sympathetic behavior, we would find exactly the same kind of picture, with great individual differences.

We have indicated that on aptitude tests men do better than women in subjects involving math, theory, and mechanics. Women do better than men in subjects involving words, logic, and artistic values.

Math, theories, and mechanics are the tools of engineers. Words, logic, and artistic values are the tools of writers. Do our findings mean that Jean, a girl, cannot be an engineer? Or that Herman cannot become a writer?

Not at all. Such aptitude tests are used to pick out individuals who excel at specific things. Whether Jean is admitted to an engineering school depends on her *own* score on a test of math, theory, and mechan-

ics. It is certainly not fair to judge her by the *average* score of all girls. Jean may be far above most girls *and* boys in engineering abilities.

High here, low there

There's another important point to remember about traits that are associated with masculinity and femininity. A person will be high on one trait, low on another. No *single* trait is a measure of how manly or how womanly an individual is. Napoleon was short, but we don't think of him as effeminate. Nor do we consider fashion models unwomanly because they are tall. In the same way, we no longer think a man any less manly if he learns how to bathe his infant son; or that a woman is any less womanly if she happens to be a baseball fan.

There are a thousand and one aspects of masculinity and femininity, and it's a rare individual who measures high on all of them. Remember John Sorenson, our football star, who's going to become an artist? And Sarah Robinson, our belle of the class, who's going to become a doctor? They are real people. And like all *real* people, they're high on some—and low on other—traits which are usually considered masculine or feminine.

Making up your mind

Since there are so many aspects to masculinity and femininity, how are we to know which ones are important? As you grow older, you will discover that many of the things about masculinity and femininity that seem most significant to you now will begin to lose their meaning.

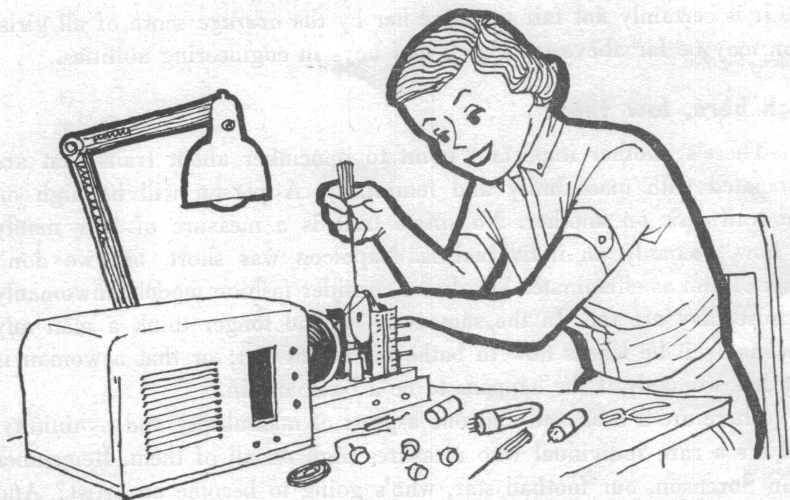
Athletic ability may seem the ultimate measure of masculinity for some boys. How can a slender boy ever hope to compete with a 200-pounder in a "man's world"?

But when he grows older and really joins that man's world, the slender boy may find that there are more important traits than athletic prowess.

One does not require an adult male to prove his manliness by running a hundred yards in ten seconds. Of far more importance is his ability to earn a living, to perform some useful skill adequately, to take the ups and downs of life in his stride, to do a successful job as a husband and father and citizen.

The girl who is now the best dancer will not necessarily become the best wife or mother or the best all-round example of femininity.

Actually, the important lasting factors in being masculine men or feminine women seem to be certain feelings about yourself and other people.



Certain girls will have a lot of ability to work with electrical equipment.

Suppose you're a girl. If, like most girls, you pretty much enjoy being a girl, if you're gradually learning to get along well with boys and are growing into the kind of woman who will be loving and tender, who will like children and have motherly feelings, then other things don't matter much. For instance, it won't make too much difference whether you're more interested in nursing or engineering, whether you're six feet tall or five feet, whether you have a hot temper or a more calm and quiet disposition.

As for boys, size and strength aren't so important as feeling comfortable about yourself and growing into the kind of fellow who will be able to love the woman he marries, who will be able to share with her, let her depend on him for some things and be able to depend on her for others. It's important, too, that you grow into the kind of man who is interested in and can carry responsibility for a home, family, a job, and a worth-while place in the community. If you have feelings like these, then it won't make much difference to your masculinity whether you're a riveter or a hair stylist, whether you sing tenor or bass, or whether or not you have a grip like a steel vise.

This has become increasingly clear in our society in the last 100 years. In the next chapter, we'll see how greatly our thinking about masculinity and femininity has changed during that period.

NEW OPPORTUNITIES

IT'S no new idea to you that we are living today in a time of rapid social change. Within a few generations, our country has become urbanized and industrialized; we have moved from the age of the steam engine to the age of the atom. Our customs and ways of life have changed, too.

Our ideas about men and women have changed in a number of important ways during the last 100 years. You are already familiar with many of the developments. As you've studied American history, you have learned about the suffragist movement, and what has often been called the battle for women's rights and women's equality. We won't repeat your history book, but it's important to see that what we expect of women has undergone a tremendous shift. And, as we shall discover, what we expect of men has changed, too.

Still the wife and mother

As we will see in a moment, our society has opened a great variety of new opportunities to women. These new opportunities, of course, are in addition to the opportunities women have always had. We still expect a woman's main role to be the one it has always been, that of homemaker. We still define a womanly woman as one who succeeds first of all in the roles of wife and mother. But while being a successful wife and mother remains most important, women's opportunities have expanded to include other activities as well.

Women workers

Let's take an example. In 1870, there were fewer than two million women working at jobs in America. Most of them were servants in homes,

clerks in stores and offices, laundresses, and seamstresses. Then women slowly began moving into other occupations in which only men had worked before. Women took over some occupational fields almost completely, as the schoolmaster became the schoolma'am, the telephone boy became the telephone girl, the bookkeeper and office clerk became the female stenographer and comptometer operator.

Great world wars came along, and the female labor force in the United States kept climbing from two to three to four to five million and on and on upward. Women had to move into jobs vacated by men who went to battle and into new jobs created by our growing businesses and industries. And American women did well in the world of work.

With increasing job opportunities, women became more independent financially. Some of them liked their new freedom so well they stayed at their jobs after the wars. They worked as welders, accountants, bus drivers, and business executives.

In addition, changes in our ways of living made it less necessary for women to be continually in the home. Advances in medicine extended women's life span far beyond the childbearing years. New inventions and advances in technology produced all sorts of labor-saving devices for the homemaker. The woman of today no longer spins, weaves, makes candles and soap, and performs every other task to keep her family alive and well. And community organizations—schools, clubs, the "Y," churches—take over many aspects of child rearing that used to be performed only in the home. As a result, a woman can be a good wife and mother today without devoting as great a proportion of her time to it as was previously necessary.

With fewer home responsibilities, women found that outside jobs broadened their interests, gave them something to do with their new-found spare time, and offered additional ways of developing their personalities.



Only a few occupational fields were open to women who worked in 1870.

As the woman labor force in the United States doubled and tripled and quadrupled, more and more married women joined it. Many needed the money, for one income often failed to support a family in line with new high standards of living. With both husband and wife working, there was more money for luxuries, for buying a home, and for saving for old age.

Women, who used to be considered frail, had also been thought of as not capable of mastering advanced schoolwork. But colleges, once closed to women, opened their doors. Women were given the same programs of study as men—and it turned out they could handle the courses.

Where once most women workers were servants, today the largest single occupational group of women is in clerical and related fields. Women also have become professional and semi-professional workers. And more than ten per cent of all women workers are now doctors, lawyers, librarians, technicians, journalists.

Where once only two million women worked, today more than 19 million women hold jobs. About a third of the entire number of workers in the United States are women. Where once only widows and unmarried girls worked, today more than half of the women who work are married.

Expanding roles for men

Women's roles have expanded to include activities outside the home—to include economic and political activities. Men's roles have expanded, too. One hundred years ago most men worked a six-day week and a ten- to twelve-hour day. They were the sole support of large families. Today, with shorter working hours and with wives who work, men's roles are less confined to earning a living for themselves and their families—although this is still the most important role for men in our society.

Men have more leisure time in which to develop their hobbies and interests, and to participate in community affairs—in other words, to take greater responsibilities as citizens. And perhaps more important, men are expanding their roles as family members. Our society now, more than ever before, judges a man's success by the degree to which he succeeds in his roles of husband and father. Men today spend more time with their families, taking part in the tasks of maintaining the household and giving companionship to wife and children.

The expanded roles of both men and women result in more overlapping than before in the activities of the two sexes. Occasionally this goes so far as to constitute an exchange of the traditional roles.

Perhaps you've heard about the recently published book* telling the amusing story of a man and a wife who actually had reversed the custom-

*Gilbert Laue, *So Much to Learn*, (New York: Henry Holt & Co., Inc., 1953).

ary roles in the family. The husband stayed home and took care of the baby, while the wife went off to work every day.

It happened that the husband, in this case, was a writer who decided he could do his work just as well at home. His wife was a lawyer. She couldn't work away from her office, and they needed the money she brought in. The account of their adventures, written and sold by the man himself, describes his day-to-day problems and satisfactions—how he worked out new efficiency methods for raising the child, and how he handled the friendly females who always tried to give him advice as he took the baby out for daily airings. The author felt the experiment turned out pretty well.

Now this is an extreme case. Probably such a reversal of customary roles wouldn't work out very well in most families, but it illustrates a point. If such a family arrangement had occurred a hundred years ago, who would have published a story about it? It was published today because habits are changing. Most men are taking a more active role in family affairs, and the book encouraged and supported them.

New definitions of masculinity and femininity

As roles for men and women have expanded, our notions of masculine and feminine behavior have changed accordingly. Masculinity and femininity are no longer so narrowly defined by the jobs men and women perform.

A man's masculinity isn't judged by the occupation he chooses. The same is true of a woman's femininity. There are now male cooks, male social workers, male dress designers; just as there are now female engineers, female radio announcers, female dentists. We no longer think a man is less masculine if he earns his living as a cook. (You have only to think of the men in the army who do the cooking!) And we no longer think a woman is less feminine if she is a court reporter rather than a full-time housewife.

This is true because, when you stop to think about it, men and women may perform the same jobs, yet they do them differently. Take Mr. Fiske and Mrs. Lever, for example. Both of them teach American history in one of our high schools. They are both good teachers; and you learn just about the same amount of history from either of them. Yet, they go about their jobs quite differently. It's not only that Mr. Fiske is different in his tone of voice, in his gestures, and in the way he deals with you as a person; he handles the whole class in a different manner. He approaches his subject matter from a different point of view. You don't for a minute forget that, as a man, he makes a very different teacher from Mrs. Lever. And while you find it difficult to describe the difference in so many



We no longer think of a man who earns a living as a cook as being unmanly.

words—it's difficult to describe the essence of masculinity and femininity—still you're never for a moment confused. Mr. Fiske teaches like a man; Mrs. Lever teaches like a woman; and there's a world of difference.

The same is true in other jobs, even in household jobs. The man who puts on an apron to do the dishes does not, even for the few minutes that he's doing the job, become feminine in his behavior. He goes at the job differently—he handles the dishes differently! And when he takes care of the baby, *he* knows he's doing it differently from his wife, just as the baby knows it!

Your own masculinity or femininity won't depend upon the occupation you choose, nor upon the types of interests and activities you happen to prefer. You can be successful as a man—and the world will recognize it—whether you decide to be a wrestler or an artist; whether your hobby is carpentry or cooking. You can be successful as a woman—and the world will recognize it—whether you decide to be a full-time housewife or a lawyer; whether your hobby is knitting or metal working.

New flexibility

In general, our standards of masculinity and femininity are changing to allow for greater variety in the activities men and women follow. We no longer draw the sharp lines in occupations that we used to; and we

no longer draw the sharp lines between what is considered “proper” for men and what is considered “proper” for women.

We have learned to treat both men and women as individuals—to be evaluated on the basis of their particular characteristics, personalities, abilities, skills, and interests. We know that we can’t afford to waste the talents of any individual, male or female. We can’t afford to divide the sexes on the basis of “average” differences, as we said in the last chapter, and to make all males fit one mold, all females, another. Our society is saying to each boy and girl, “Be *your own best self*.”

You and your decisions

As you grow up, the pattern of your whole life will depend largely on what you decide to do about your adult family life and what you decide to do about your life’s work. This is true whether you are a male or a female. You will have a series of decisions to make in both areas of your life.

Since the problems that men and women face are different in many ways, we’ll discuss them separately in the next two chapters.

FOR MEN ONLY

AS a man, you already know pretty well what is going to be expected of you. You will make a place for yourself in the business or industrial or professional worlds. You will go to work, and you will be the main support of your family. In fact, your success as a man will be pretty closely tied to your occupational career. That doesn't mean you must necessarily make a great deal of money, but it does mean that you will be judged on the basis of how well you fit into your chosen field, and how well you contribute to the economy of the country.

Your choice of an occupation is not limited by the fact you are a man. And here you may be more fortunate than women who still find it hard to get into certain fields.

Your freedom to enter almost any field doesn't relieve you of the responsibility of choosing your occupation carefully. Since you're a man, you can be pretty sure of going to work regularly for 35 to 50 long years. If you're going to spend so much time on the job it would be a good idea to get into a field you'll enjoy and be successful in. In order to choose the right work for you, you'll want to learn all you can about the job world and about your own interests and abilities. Many schools offer classes in occupations and offer personal vocational guidance to students.

Men and women working together

Just as you have worked with both boys and girls through your school years, you will work with both men and women when you enter the economic world. Being a modern young man, you probably feel this is a very natural state of affairs. It's probably just about impossible for

you to imagine the storm created by the first women doctors, scientists, and secretaries.

Of course, you'll run into a few exceptions, but by and large, the day is past when women saw themselves competing with men. The day is over when men were amazed and unhappy at the thought of women lawyers, riveters, and police officers. It's become natural enough now. Today, both men and women are participating in the economic world, each person according to his own needs and abilities. Men and women work together to make a business enterprise successful, just as they work together to make a family or community successful. We try to make the best use of each person's abilities.

Looking ahead to marriage

Of course, you won't spend your entire life in an office, factory, or store. You probably will marry and have a family. What kind of marriage and family life lies ahead of you? How will the changes which have occurred in the last 100 years affect your home life?

As we've seen there's been a big change in our thinking about men and women. A hundred years ago, woman's place was only in the home, and man's place was definitely outside it—except when it came to paying bills and making major family decisions. Men didn't enter women's fields very much, and women couldn't enter the masculine fields.

Now all this has been changed. And the changes which have occurred are bound to affect you and your future as a husband.

A wife like Janice

Your wife will probably help pay some of the family bills at least for a few years of your married life.

Most women today work outside the home at some time or other after they're married. Some work to help the family finances. Others work because they like it. But for most girls nowadays, the practice goes something like this:

Janice Logan has finished school. Her parents would not be content for her to be hanging around the house doing nothing—nor would Janice herself be satisfied with such an existence. She's a lively, active girl, and she can't just loaf.

So Janice gets a job in a lawyer's office. She probably doesn't look at it as a full-time career, as *you* will view your own job. But she's earning her own way in the world. She learns the ropes of her job—de-

tails and intricacies of legal practice. She becomes a valuable employee; one who can be trusted with all kinds of tasks and decisions.

In a few years, Janice meets the right man and gets married. Janice has a good job now, and since the first years of marriage are going to be difficult financially—with many things to buy, and a desire for some money in the bank—Janice is quite happy to go on working until the first child is on its way.

When the first baby is to be born, Janice quits her job and devotes herself to the home. She will have plenty to keep her busy now and for some years to come.

Yet she doesn't keep out of touch with her job entirely. Janice's specialized knowledge is of help to her husband and to community organizations such as the parent-teacher group in which she is interested.

After the children are partly grown, Janice may decide to go back to work to add to the family income or to devote more time to community activities. Either way, she makes use of her job experience.

Janice never will be destitute if she is widowed or if her husband is drafted or if he is incapacitated by illness. She knows that she could always step into a good job again if necessary, and this gives her confidence in herself, a feeling of independence and security.



If your wife has a vocation it will help when you go into the armed forces.

Now you're likely to marry Janice or someone pretty similar to her. And this means your home life is going to be considerably different from what it would have been a hundred years ago. It may even be quite different from your own parents' life.

As a husband and father

Just as your wife will be taking a bigger part in the world of work than she would have a few generations back, the likelihood is that you'll



There has been a great change in married life in the past few generations.

take a bigger part in the household chores. Of course, men have always done certain tasks such as fixing leaky faucets and repairing screen doors. There's nothing new about a husband's being a jack-of-all-trades around the house. But there are newer jobs you're likely to perform.

If your wife works, you probably won't expect her to come home at night and do all the housework, too. Even if your wife doesn't work, you'll probably find yourself straightening up the living room while she cooks dinner, or making trips to the grocery store with her. Big grocery chains tell us that more and more of the food shopping is being done by men these days or by men and women together.

Today it's a common enough sight to see fathers taking children to the doctor or dentist on Saturday just as they take them to the ball game or zoo. A champion boxer or a football coach these days will think nothing of posing for a newspaper photographer with his baby tucked in one

brawny arm, feeding it from a bottle. He is experiencing a new kind of participation in the joys of fatherhood.

Your marriage will be different

Back a few generations ago a man was really boss of his family. It was his *natural* right. His wife took orders and maybe even addressed him as "Mr. Brown." If any discipline were required for the children, he laid down the law and perhaps emphasized his recommendations with a trip to the woodshed. It sounds pretty kingly, doesn't it?

But when you stop to think about it, there are many advantages to modern marriages that never existed in earlier times. While an old-timer may have had a little woman who would rush about and do his smallest bidding, it's doubtful that his wife could give him the kind of companionship your future wife, with her better education and understanding of the world outside her home, will be able to give you.

And you'll be better able to understand your wife and her interests, too, because of your participation around the home. Actually men and women today can share more experiences, and, as a result, they can enjoy closer companionship in their marriages.

A man today is still the head of the house. Both by custom and by law, he is morally and financially responsible for the welfare of his wife and children, but modern marriage is a much more cooperative and sharing relationship than it once was. Husbands and wives consult each other about their problems, and together they reach satisfactory solutions. There is a give-and-take relationship, a sharing of ideas and desires and opinions that result in closer bonds of affection between man and wife.

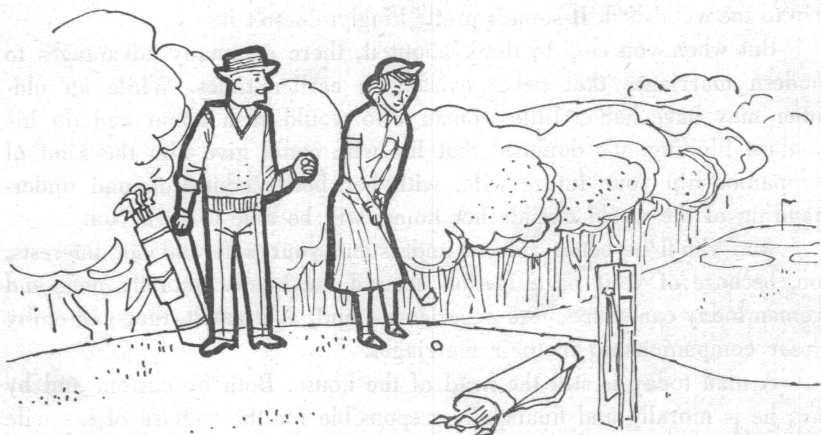
A marriage today is a shared experience, to which two individuals bring their best traits and emerge with something better and wiser and richer than either of them could achieve alone. And marriage today is seen as a partnership between equals with full democratic rights for both partners.

Possibly because of this new emphasis on companionship and democracy, men and women are now marrying people with about the same amount of education as their own. In fact, marriage experts advise us that if the educational level is just about the same for a man and a woman, the marriage stands a better chance of success.

Nowadays, most married couples share the same hobbies and the same leisure-time activities. Men no longer expect to spend most of their evenings with male cronies with their wives going to "hen" parties. Couples go out together, and when their children are old enough, the family as a group spends more of its leisure time together.

You'll know your children better, too

Compared to your male ancestors, you are likely to be closer to your children and more involved in their everyday lives. You will provide a closer and better understood model for your son to imitate and identify with. And you are likely to create a closer relationship with your daughter, so that she will form a good picture of masculinity in her mind—a picture that will carry over to her later relationships with men.



Nowadays, married couples share many of the same leisure-time activities.

Compared with men of the past, then, you are likely to obtain greater satisfaction from husband-hood and from fatherhood, and they will play a greater part in your feelings of being successful as a man.

In brief—

As a man, you have more freedom to choose your way of life than ever before. You are able to take just about any job you want without worrying about whether it is “masculine.” You can expect to share more in the actual running of the home than has been the practice in past generations. Your home will *mean* more to you, and so your job will mean more to you, too—for when a husband works, he does it not just for himself, but for the benefit of his family. And because you will be closer to your wife and children, the things you will do for them will mean more, too.

FOR WOMEN ONLY

AS a young woman, maybe you feel a little confused now and then about what's expected of you—what's expected of you now as a teen-age girl and what will be expected of you later as a woman. There are different pictures of "ideal" women. There's the glamorous heroine in the sleek black evening dress; there's the efficient young housewife with her formula-making and new recipes that delight her husband; there's the smartly-dressed young "career" girl. Which one will you be? Or—much more to the point—what combination will you be?

As wife and mother—

Most women feel that the most important thing they ever will do is to raise a family. They feel their greatest satisfactions will come as mothers. Even women with very definite plans for careers in business or the professions usually feel that their jobs are secondary—important, to be sure, but not so important as the satisfactions of being a mother and wife.

It is fortunate for the human race that this is so, for our survival depends upon women's desires for motherhood and the satisfactions they gain in this role.

There is no real need to assure women that being a wife and mother is important and rewarding. Most women already know this—and have known it throughout the ages. It seems to be one of the few unchanged values of mankind. Watch any successful wife and mother. You'll see the real warmth and satisfaction she gains from being a loved, needed, helpful member of a close family group. She'll tell you homemaking takes intelligence, many different skills, and a lot of creativity. She'll explain how you need to be a business woman, an interior decorator, a cook, and a child psychologist all rolled into one.

In high school, you begin to prepare for this most important part of your role as a woman through your friendships with boys, through your classes in home economics and family living, even through your sessions of baby sitting.

Will you be a Janice?

Even though girls generally look forward most of all to being wives and mothers, it is the exceptional girl nowadays who marries immediately



Working as a baby-sitter now can help prepare you for your role as a mother.

upon the completion of her schooling, and who devotes her whole life to caring for her family, even though that still is her most important activity.

We told the boys about the case of a girl we called Janice. She is typical of today's women, so let's consider her case again.

Janice Logan is through with school. She's been asked, frequently, what she is going to do for a living, and she has a pretty good idea. At any rate, she has no intention of sitting around home waiting for a possible husband to come along. (In fact, Janice knows that she'll have more chance of finding the husband she wants if she gets out into the business world where the men are to be found.) So she will get a job after leaving school.

Janice has planned for it carefully. She has spent time thinking about the kinds of things she's successful at, the school subjects she's best in. She has asked the advice of teachers and counselors and she has taken all the special interest and ability tests her school offers. Janice

knows she's best suited for an office job, and she has taken special courses to prepare herself for that kind of work. So Janice gets a job in a lawyer's office—and because she's chosen carefully and prepared in advance, she finds the job interesting, and she is successful.

After marriage

Janice's real goal, remember, is to be married. She's not looking for a full-time career, but she will work up until the great day of marriage and perhaps for a few years afterwards, too.

Many young women have found at least three good reasons for continuing in their jobs for a while after marriage:

1. There just isn't enough work to do in a tiny apartment to keep a bride busy all day.

2. The extra income brought in by the wife is extremely helpful in enabling a struggling husband to get his start. The money can be used to buy furniture, or perhaps to save for children and the purchase of a home.

3. A job helps the average young woman develop her own personality and broaden her interests and thus makes her a more interesting companion for her husband and her friends.

But eventually children will come, and Janice will leave her job and devote herself to her home. And certainly she will be kept busy and interested then, for leisure time somehow seems to become very scarce when there are babies to watch over, as every woman knows.

Janice sees her real role as that of a wife and mother. But eventually the children will be grown, and there will once again be spare time. It is then that Janice is very likely to return to work, either at her old job, or in some sort of volunteer work in which her skills and experience can be used to benefit her community.

That is the pattern for millions of Janices all over America. They work before marriage, and then again in their adult years after the children are grown.

Choose carefully

If, like Janice, you want a job while you're marking time until the Great Day, or if you want a job that will bring in some extra money after that day, it's important for you to decide whether to be a typist or a factory worker, a technician or a librarian, a journalist, or a dress de-

signer. You'll be happier doing the kind of work that suits you best—and to find out what that is will take some exploring. Your teachers and guidance counselors can help you here.

Girls who feel differently

What about girls who are not like Janice? Those who have no plans to work at all; or those who are not now looking forward to marriage and motherhood at all?

Perhaps both kinds of girls can learn something from Janice's case.

If you're not planning to work —

Suppose *you* are a girl who expects to finish high school, but you're looking ahead only to being married and raising a family of your own. Well and good. Is there any reason, then, why you should spend time worrying about your abilities and about job opportunities for women?

Yes, there is. For if the current trends in employment continue, *you* too, may find yourself working for a while, whether you plan on it now or not. Should you just drift into any job that comes along? Or should you look ahead and decide what kind of job might suit you best?

Suppose, even, that you *do* get married right away. Chances are there'll come a day when you'll find extra time on your hands; time you will want to use in doing things that interest you. Perhaps you'll want to work part time; maybe you won't—but either way you'll be better off if you've explored your abilities and know what things you're good at.

A job helps

Planning for some sort of a job is like accident insurance. You may never need it, but you're better prepared if you have it. It will mean self-confidence, for in case of emergency a wife with a vocation can always step in to fill a gap. Even if you never take a job at all, knowing what things you're good at may lead to extra skills to be used in more efficiently running your home and making it a more pleasant place in which to live.

And it will mean a fuller, richer life in your role as a housewife. The woman with interests and skills outside her home usually makes a better wife and mother—a more interesting person to herself, her husband, and her children.

So *you* can learn something from Janice. If you're looking forward to being a full-time homemaker, know your abilities and interests and do



Nursing is one example of a vocation with skills useful in family living.

all you can to develop them now while you're in school. In that way you will be better able to serve yourself, your family, and your community.

Planning a job career

Suppose it's not just a job *you* want, but a real career in the sense of getting the training and then finding the openings where you will be able to get to the top.

Your choice of an occupation should be made first on the basis of your own interests and abilities. But your choice may also be influenced by the fact that you are a woman. If you're interested in chemistry, you'll find it easier (and perhaps just as satisfying) if you go into home economics rather than trying to break into the petroleum industry. If you want to take care of sick persons, it will be easier to become a nurse than a doctor. If you're interested in human welfare, it will be easier to become a social worker than a politician.

But perhaps you're a determined young lady. If you have the necessary abilities, and if you really know what you want—then even if your goal is in a field in which women still are pretty rare, go to it! There are few barriers that are insurmountable, and you'll find both men and women who will help you.

But there's one big thing to keep in mind—and here's where you can learn something from Janice Logan. Regardless of how you feel about it now, the chances are *you*, too, will want to marry and have children.

This means you won't want to pass up chances in school to be friends with members of the other sex, to learn through classwork and everyday life about homemaking and child care.

And you'll want to think about the possibilities of marriage and motherhood, too, when it comes to choosing an occupation. Some jobs will be easier than others when it comes to combining them with the roles of wife and mother. It's easier to be a teacher-mother than it is to be a doctor-mother combination. Easier to find part-time work as an ad writer than as a news reporter.

Another thing to think about, if you are realistic, is how easily you can keep up with your field if you leave it in order to raise a family. Other things being equal, it might be better to pick a relatively stable occupation instead of one in which such tremendous strides are being made that you'll find you have to be trained all over again before you can pick up your old job. In this sense, a nurse has an easier time going back to nursing than a doctor going back to practicing medicine—or an artist finds it easier going back to work than a physicist.

Through all this planning, remember that, as a woman, the chances are about nine out of ten that you'll want to subordinate your career—at least for part of your life—to your family. It's wise to keep this fact in mind as you survey the world of work.

In brief

As a woman you are likely to obtain your greatest satisfactions in life from being a wife and mother. You will be rewarded by the sense of being needed and loved by your husband and children. You and your husband will enjoy the satisfactions that come of cooperatively building a good marriage and home life.

And as a modern woman you'll get other satisfactions in addition to those which come from being a successful wife and mother. You'll enjoy life as a worker, citizen, club member.

The rewards of being a woman are greater than ever before. Be prepared to take advantage of them.

TO SUM UP

IT'S an old and familiar journey, this learning to be adult men or women. You've been at it now for your whole life, one way and another, and there's still lots to learn. But so far you've made out all right, and in all probability you'll solve whatever new problems you have to face as successfully as you solved the old ones.

Remember, there just isn't one mold into which all men or all women have to fit. Make your own pattern—no one else's will do for you, for there's never been another person exactly like you. Don't expect others to fit your pattern, either, for the rich variety of life is made possible only through the rich variety of individual differences.

As a successful man you will be a worker, a husband, a father, a neighbor, a citizen of your nation. As a successful woman you will be a wife, a mother, a worker, a neighbor, and a citizen. You'll take on these roles in *your own way*, as a man—or in *your own way*, as a woman.

ACKNOWLEDGMENTS . . .

The author wishes to thank the publishers mentioned below for permission to quote throughout this booklet from the following sources.

- 1
ANNE ANASTASI and JOHN P. FOLEY, JR., *Differential Psychology* (New York: The Macmillan Company, 1949), selected sentences from pp. 631-633.
- 2
OTTO KLINEBERG, *Social Psychology* (New York: Henry Holt and Company, 1940), p. 273.
- 3
OTTO KLINEBERG, *Social Psychology* (New York: Henry Holt and Company, 1940), p. 175.
- 4
MARGARET MEAD, *Sex and Temperament in Three Primitive Societies* (New York: William Morrow and Company, Inc., 1935), p. XIX.
- 5
CURT STERN, *Principles of Human Genetics* (San Francisco: W. H. Freeman and Company, 1949), p. 381.
- 6
CURT STERN, *Principles of Human Genetics* (San Francisco: W. H. Freeman and Company, 1949), p. 382.
- 7
GARDNER MURPHY, LOIS BARCLAY MURPHY, and THEODORE M. NEWCOMB, *Experimental Social Psychology*, rev. ed. (New York: Harper and Brothers, 1937), p. 71.
- 8
MIRRA KOMAROVSKY, *Women in the Modern World* (Boston: Little Brown and Company, 1953), p. 19.
- 9
LEWIS M. TERMAN and CATHERINE COX MILES, *Sex and Personality* (New York: McGraw-Hill Book Company, 1936), p. 447.
- 10
ANNE ANASTASI and JOHN P. FOLEY, JR., *Differential Psychology* (New York: The Macmillan Company, 1949), pp. 619-620.

LIFE ADJUSTMENT BOOKLETS

.....to help young people solve the problems of everyday living

MY HOME AND FAMILY

Getting Along with Brothers and Sisters
How to Live with Parents

MY SCHOOL

High School Handbook
How to Take a Test
How to Write Better
Streamline Your Reading
Study Your Way Through School
What Good Is High School?
Why Stay in School?

HEALTH

You and Your Health
Your Safety Manual

THINGS IN GENERAL

Enjoying Leisure Time
Facts About Alcohol
Facts About Juvenile Delinquency
Facts About Narcotics
How to Be a Better Speaker
Keeping Up with the News
Primer of Atomic Energy
Your Taste and Good Design
What You Should Know About Communism

LOOKING AHEAD

Baby-Sitters' Handbook
Choosing Your Career
Discovering Your Real Interests
Getting Job Experience
How to Get THE Job
Our World of Work
School Subjects and Jobs
Should You Go to College?
Understanding Our Economy
Understanding Politics
What Employers Want
What You Should Know About Parenthood
You and the Draft
You and Your Mental Abilities
Your Personality and Your Job

GETTING ALONG WITH OTHERS

Getting Along with Others
Growing Up Socially
Making and Keeping Friends
Where Are Your Manners?
Your Club Handbook

BOY MEETS GIRL

Dating Days
Looking Ahead to Marriage
Understanding Sex

**WOULD YOU LIKE TO
UNDERSTAND YOURSELF
MORE FULLY?**

Order these Life Adjustment Booklets now.

**BUILDING YOUR PHILOSOPHY OF LIFE
EXPLORING YOUR PERSONALITY
A GUIDE TO LOGICAL THINKING
HOW TO INCREASE YOUR SELF-CONFIDENCE
HOW TO SOLVE YOUR PROBLEMS
UNDERSTANDING YOURSELF
WHAT ARE YOU AFRAID OF?
WHAT ARE YOUR PROBLEMS?
WHAT IS HONESTY?
WHAT YOU SHOULD KNOW
ABOUT SOCIAL CLASS
YOUR BEHAVIOR PROBLEMS
YOUR HEREDITY**

For titles of more Life Adjustment Booklets see inside
back cover.

Simply send your order to

**SCIENCE RESEARCH ASSOCIATES, INC.
57 West Grand Avenue, Chicago 10, Ill.**

LIFE ADJUSTMENT BOOKLETS